Read to be Ready Summer Grant Expectations Rubric

Rubric Category	Exemplary (5)	Strong (4)	Target (3)	Deferred (2)	Disqualification (1)
Audience and Reach	The program intentionally targets economically disadvantaged students in the early grades (rising 1st-3rd) who need literacy instruction. The program plans to serve a minimum of 15 students with a ratio of no less than one instructor for every five students. The proposal includes a thorough analysis used to identify these students. There is an intentional and innovative plan to recruit and retain students.	The program specifically targets economically disadvantaged students in the early grades (rising 1st-3rd) who need literacy instruction. The program serves a minimum of 15 students with a ratio of no less than one instructor for every five students. The proposal includes an analysis used to identify these students. There is a specific plan to recruit and retain students.	The program targets at least 15 economically disadvantaged students, students in the early grades (rising first through third), who need literacy instruction. The program serves a minimum of 15 students with a ratio of no less than one instructor for every five students. There is evidence of an analysis to identify these students. There is a plan to support the participation goal.	The program attempts to target at least 15 economically disadvantaged students in the early grades (rising first through third), and/or students needing literacy instruction. The program's design brings into question its ability maintain a ratio of no less than one instructor for every five students. The program does not show evidence of an analysis to identify these students or a plan to support participation.	The program does not target at least 15 economically disadvantaged students in the early grades (rising 1st-3rd) who need literacy instruction. There is no evidence of an analysis to identify these students. There is no specific plan to support participation.
Partnerships	The program demonstrates a strong, established partnership with the local education agency and the district has pledged ample support (e.g., data, transportation, space, staff, materials). The program partners with at least five community programs or experts in its literacy effort.	The program has a demonstrated partnership with the local education agency, and the district leadership is willing to offer some support (e.g., data, transportation, space, staff, materials). The program partners with at least three community programs or experts in its literacy effort.	The local education agency is aware of the program. The program partners with at least one community program or local expert in its literacy effort.	The proposal does not show clear evidence of a partnership with the local education agency and/or the community.	The proposal does not show evidence of a partnership with the local education agency and/or any community organizations.

Program Director & Staff	The program director is certified in elementary education and has at least one advanced degree in literacy, along with more than three years of experience in literacy instruction. All other employees have certification in elementary education and more than one year of experience with early childhood literacy.	The program director is certified in elementary education and has literacy credentials, along with more than three years of experience in literacy instruction. All other employees have certification in elementary education and more than one year of experience with early childhood literacy.	The program director is certified in elementary education and has literacy credentials, along with at least three years of experience in literacy instruction. All other employees have at least one year of experience with early childhood literacy.	The program director is certified in elementary education and has fewer than three years of experience in literacy instruction. Other employees have less than one year experience with early childhood literacy.	The program director is not certified in elementary education and has fewer than three years of experience in literacy instruction. Other employees have no experience with early childhood literacy.
Family Engagement Plan	Describes and provides a rationale for multiple ways to communicate with and engage families and community stakeholders. The plan is responsive and intentional in engaging families in literacy activities. The communication plan is responsive to home languages and technology access of the targeted families. The program is intentionally responsive to the needs of targeted families in terms of time of day, location, child care opportunities, etc.	Describes multiple ways to communicate with and engage families and community stakeholders. The plan is intentional in engaging families in literacy activities. The communication plan is responsive to home languages and technology access of the targeted families. The program is responsive to the needs of targeted families in terms of time of day, location, child care opportunities, etc.	There is a plan to communicate and engage families and communicate stakeholders. There is evidence of engaging families in literacy activities. There is a communication plan that acknowledges languages and technology access of the targeted families. The program considers families' needs in terms of time of day, location, child care opportunities, etc.	There is a vague plan to communicate and engage families and communicate stakeholders. There is no clear evidence of engaging families in literacy activities. There is a plan to communicate with families.\n\nThere is minimal considerations for families' needs around time of day, location, child care opportunities, etc.	There is no plan to communicate and engage families and communicate stakeholders. There is no evidence of engaging families in literacy activities. There is not a plan to communicate with families. Time of day, location, and a lack of child care opportunities create obstacles for families to participate.

Program Length	The proposal clearly shows that the program's literacy-related instruction, which includes reading, writing, and connected activities, lasts at least five hours a day and/or the program runs for a minimum of five weeks.	The proposal clearly shows that the program's literacy-related instruction, which includes reading, writing, and connected activities, lasts at least four hours a day; the program runs for a minimum of four weeks.	The proposal has evidence that the program's literacy-related instruction, which includes reading, writing, and connected activities, lasts at least four hours a day; the program runs for a minimum of four weeks.	The proposal does not make it clear that the program's literacy-related instruction, which includes reading, writing, and connected activities, spans the course of four hours; the program runs for a minimum of four weeks.	The program runs fewer than four hours a day and/or runs fewer than four weeks.
Instructional Plan	The plan provides a clear and intentional plan for learning activities, instructional materials, and schedule that tightly aligns with best practices in literacy and Read to Be Ready Goals. The plan clearly emphasizes a strong focus on the motivation to read and write. There is a thoughtful and intentional plan to address reading comprehension, vocabulary building, and foundational literacy skills in authentic reading and writing contexts.	The plan provides a clear and plan for learning activities, instructional materials, and schedule that is aligned with best practices in literacy and Read to Be Ready Goals. The plan emphasizes the motivation to read and write. There is an intentional plan to address reading comprehension, vocabulary building, and foundational literacy skills in authentic reading and writing contexts.	There is evidence of a plan for learning activities, instructional materials, and schedule that is aligned with best practices in literacy and Read to Be Ready Goals. Reading motivation is a part of the program. There is a plan to address reading comprehension, vocabulary building, and foundational literacy skills in authentic reading and writing contexts.	The plan does not provide clear evidence of a plan for learning activities, instructional materials, and schedule that is aligned with best practices in literacy and Read to Be Ready Goals. Reading motivation has not been considered. There is a plan to address reading comprehension, vocabulary building, and foundational literacy skills.	There is not an instructional plan that is focused on best practices in literacy with a focus on reading motivation.

Budget	The budget narrative chart is complete, and the funding asks reflect the needs of the proposal. Additional information that clearly explains program expenses and describes the rationale for spending is included and helpful. Application shows creativity in use of funds or shows ways in which applicant will leverage other sources of funding. The fully-completed budget matches the budget narrative chart. Funds are budgeted wisely and do not include excessive spending or unrelated expenditures.	The budget narrative chart is complete, and the funding asks reflect the needs of the proposal. Additional information that clearly explains program expenses and describes the rationale for spending is included and helpful. The fully-completed budget matches the budget narrative chart. Funds are budgeted wisely and do not include excessive spending or unrelated expenditures.	The budget narrative chart is complete, and the funding asks reflect the needs of the proposal. The fully-completed budget matches the budget narrative chart. Funds are budgeted wisely and do not include excessive spending or unrelated expenditures.	The budget narrative chart is complete but the funding asks do not reflect the needs of the proposal. The fully-completed budget was submitted but does not match the budget narrative chart. Funds are not budgeted wisely and include excessive spending or unrelated expenditures.	The budget narrative chart is not complete and/or a fully-completed budget was not submitted.